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**“INTERACTIVE STORYTELLING TO IMPROVE THE LISTENING
SKILL OF 8TH GRADE AT INAN HIGH SCHOOL”**

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DIRECTOR:

MST. THOMAS ELDEN YOUMAN HENLEY

C.I. 0102653730

REALIZADO POR:

EDITH MERCEDES MARITZA YUNEZ BAQUERO

C.I.0906229927

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RESUMEN

Este trabajo de investigación se trata de Cuentacuentos de respuesta física total y su influencia en el proceso de enseñanza-aprendizaje de Inglés como segunda lengua de los estudiantes del octavo grado de Educación General Básica del Colegio "INTEGRACIÓN ANDINA" en la ciudad de Cuenca en el Año Lectivo 2014 y 2015.

Es necesario un nuevo sistema educativo para responder a las necesidades de la sociedad actual para permitir el desarrollo general de la educación, implementando un nuevo programa de enseñanza en el aprendizaje del Inglés a través de la narración. La búsqueda de una mejor manera de aprender y enseñar es responsabilidad ineludible de todos los maestros que deben enfrentar los desafíos con entusiasmo mientras se mira hacia innovaciones futuras permitiendo a los estudiantes mejorar sus habilidades de escucha y demás destrezas.

Dado que el 90% de conocimiento de un nuevo idioma se adquiere a través de la lectura; el uso de Cuentacuentos ayuda a los estudiantes a adquirir el conocimiento necesario que será la base para un alto nivel cultural, tanto en el aprendizaje y en el desarrollo de habilidades de lenguaje, la lectura es un medio esencial para el desarrollo cultural en Educación.

La falta de preparación en la lectura obstaculiza los esfuerzos del maestro secundario para lograr una formación integral en el alumno. Es necesario implementar estrategias para tratar de superar la falta de lectura, mediante el uso de la narración de cuentos en clase para animar a los estudiantes a leer en casa.

Descriptores: Cuentacuentos; Lectura; proceso educativo, la enseñanza y el aprendizaje, la creatividad, la investigación sistemática, la información, los objetivos, las variables, los niveles de los proyectos; organizaciones; técnicas; proceso; comprender; conocimiento generado; paradigma



ABSTRACT

This research paper is about Total Physical Response Storytelling and its influence in the teaching- learning process of English as a second language of students of the 8th grade of basic general education at "INTEGRACIÓN ANDINA" High School in the city of Cuenca in the years of 2014 and 2015.

A new educational system is necessary to answer the needs of today's society to allow overall development in education. It is necessary to develop a new teaching program in the teaching-learning process of English through Storytelling. The search for the best way to learn and teach is the inescapable responsibility of every teacher who must face challenges with enthusiasm while looking forward to changes. Such changes will bring innovative methodological strategies, allowing students to improve their listening skills, eventually leading to better development of their reading, writing, and speaking abilities.

Since 90% of knowledge of a new language is acquired through reading, and through reading students gain the knowledge that will be the basis for a high cultural level both in learning and in the development of language skills, reading is an essential means of cultural development in education.

The lack of preparation in reading hinders the secondary teacher's efforts to achieve an integral formation in the student. Another problem that has been noted is the lack of reading practice at home. It is necessary to implement strategies to try to overcome this problem by using storytelling in class to encourage students to read at home as well.

Descriptors: Storytelling; Reading; educational process, teaching and learning, creativity, systematic research, information, objectives, variables, project levels; organizations; techniques; process; understand; knowledge generated; paradigm



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0906229927



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Edith Mercedes Maritza Yunez Baquero

0906229927



DEDICATION

This research is dedicated to my sons and to my dear husband who selflessly learned to value my wish to continue to be a successful person.

Edith



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At times like this it is necessary to feel the
presence of God to follow the right way
that will lead us to the goal we are seeking; I
also wish to thank the University of Cuenca
because it is always open to students who
want to succeed in life.

Edith



INTRODUCTION

In this thesis, the theory of Total Physical Response Storytelling is used to improve the English level of young students. Stories provide learners in a positive way to investigate effective emotions, such as affection, fear, doubt, and anger. Stories are part of our lives and students and teachers alike can learn about language and about the world directly through storytelling with students during their learning process. Everyone has an unforgettable story remembered from their childhood which made them laugh, or a sad story that made them cry. In this way, something has been learned. In addition, at least one story which has made an impact on us in our childhood will never be forgotten. We continue in our daily lives telling stories and listening to them. In the classroom when the students learn new words through stories, their literary language improves. Therefore, teaching - learning English by listening to and talking about stories is an important step in education, especially in the teaching-learning process of the English language.

Teachers are aware that students remember very well when they are taught something through a story. In this case, storytelling becomes a technique of powerful instruction enabling teachers to be in direct communication with their students. Several activities connected with storytelling can be included to increase the acquisition of the foreign language. The stories and narratives require human and material resources, so the students will be able to think, remember, reflect, and solve unknown situations, while developing their language skills. This is the goal of this thesis, to encourage student-centered activities by the use of storytelling and thus to improve, above all, the listening skill in students, along with the other skills of reading, speaking, and writing.

In this investigation the importance of technology in the teaching and learning process of a foreign language will be highlighted. Technology can be used in different ways to create interactive storytelling through special activities. For this reason, teachers must possess enough knowledge to use



technology. Through technology the English class will be more dynamic so that students acquire knowledge in an entertaining way. The goal in the development of teaching - learning through technology, in particular using videos that contain interesting stories, is to encourage students to work through the process of listening. Instruments such as the video are aimed at stimulating interest in stories. The video is a support tool of modern technology. In this thesis a survey of students will be performed, applying interviews to assess the effectiveness of teaching and learning forms through storytelling using technology, such as seen in *voki*, *go ahead*, and other instances; for this reason it is important to take the strategy of Total Physical Response-Storytelling as a method for the learning of English in the eighth year of INAN School. There will be an evaluation of the students who engage in the learning tasks presented through the use of new methodologies accompanied by tools of technology.



CHAPTER I

1. 1 Topic

“Interactive Storytelling to Improve the Listening Skill of 8th Grade at INAN High School”

1.2 Problem Delimitation

This research has the intention of achieving an educational level of high quality in the listening skill of eighth grade at INAN High School. The main problem is that teachers have used only traditional methods and strategies, and, as a result, students have lost interest in learning English. Teachers have continued to use outdated learning- teaching processes in spite of the obvious lack of interest on the part of the students.

As stated above, the biggest problem with students is that teachers have used only traditional methods and strategies, and, as a result, students have lost interest in learning English. Teachers have stubbornly continued to use outdated learning-teaching methods. In the past, teachers simply explained their classes and students simply listened. Nowadays, however, there are new learning methodologies whereby students can interact with their classmates; the teacher has become a guide and helper in the learning process.

1.3 Problem Statement

The problem with students in the 8th year at INAN High School is their lack of effectiveness in using their listening skill to assimilate oral narratives. The lack of good listening skills hinders the students' ability to speak in a clear and understandable way. For this reason, there has been a need for this research to, hopefully, overcome this barrier in the learning process. It is probably considerably important to say that it is already difficult for many students to listen and understand in their native tongue, so, it must be much harder to do so in a foreign language. Many students do not pay



attention during learning activities, as was observed in the pre-test given to them, which will be checked later on in this work.

Listening skills vary greatly from one person to another. Some people have difficulty in hearing a foreign language, but others have a more developed listening skill. In the 8th grade of INAN High School, there have been found some reasons why the students lack the listening skill; for example, when teachers use a particular activity, students often try to translate word by word. That is why teachers should use a method called interactive storytelling, in different ways, so that students can learn to develop the listening skill through the context of stories.

Another reason that students in the eighth grade of the INAN school have difficulty listening is that teachers are not able to develop the listening skill for the learning of a second language. Teachers need to encourage learning through interactive storytelling as a strategy to show students how to identify notable English words, for example. Even people who speak a foreign language have often experienced, at one time or another, a distrust of their knowledge, although they may have well-grounded listening skills; for that reason it is a good idea to enhance teaching and learning with the art of storytelling to thereby motivate students and achieve interest in learning the English language as desired.

One weakness is the lack of vocabulary and words. This problem occurs partly because teaching in general is monotonous. There is no motivation such as would occur in the telling and hearing of stories. Hence there is a need to obtain and maintain the interest of students and motivate them to learn English through storytelling. The reading of stories can lead to proficiency in listening. Another problem may be that different sounds between vowels and diphthongs in the English language exist, and there can be some resistance on the part of students to listen when they are tired. Many times students acquire a mental block. However, storytelling can overcome this lack of interest and mental resistance because stories are entertaining.



Another of the challenges in developing the listening skill of students in the classroom is that teachers are not striving to innovate the listening-learning process with use of different TICS. Students have difficulty in understanding complex words and big sentences, and in pronouncing the words accurately. Some students are not motivated enough; they lack practical and playful classes to motivate them and improve their listening skill. At the same time, teachers have difficulty in accessing the technology necessary to implement TICs in their classes as a teaching tool.

Another secondary goal of this thesis, aside from motivating students to improve their listening skills through storytelling and listening to stories, is to try to improve the listening skill with stories through illustrative video usage. By this method, students can also improve the quality of their listening skills in an interactive way. As a result, teachers could eradicate pedagogical boredom in the classroom. Through the use of technology combined with storytelling, efficient listening skills can be achieved.

1.4 Aims and Objectives

1.4.1 General Objective

To improve the listening skill in the EFL classroom at INAN High School through storytelling

1.4.2 Specific Objectives

To apply new methodologies with respect to storytelling in English classes.

To propose storytelling as a new subject in the English curriculum.

To enhance motivation of students to learn English through interactive activities.



CHAPTER 2

2.1 Literature Review

2.1.1 Background of the Research

Throughout time, people have employed strategies using stories based on reality and fantasy. In this way, reliable communication among humans has been achieved over the ages. According to Socrates, Plato and Confucius, the person who handles the tales and stories will be able to entertain individuals and assimilate knowledge in the minds of the listeners. (Beck, 21-24)

These philosophers became an example to Jesus who walked through this world using parables. Jesus used nothing less than stories to get the attention of the crowd. Using Jesus' method as an example, it might be possible to acquire the strategy of Christ, one of the first teachers of the world. It is important to remember that it may be easy to become a teacher nowadays, but it is very difficult to be a teacher like Jesus and follow the steps he used to tell stories. It is not so easy to teach well, especially to teach English well by using storytelling. (Crawford, 145-147)

The role of the teacher as a facilitator who guides the person who needs to discover is not a new method. Socrates already knew that students need to obtain knowledge by themselves and not have it transmitted to them as passive learners. (Beck, 54-58)

In former days of English teaching, the teacher was engaged in criticizing the speech of those who repeated what was said in the new language. The students listened to the teacher talk, repeated what was said, and then the teacher pointed out the fallacies of the speech of the students, even to the point of ridiculing and indicating contradictions. This attitude on the part of the teacher could be considered ironical since it only discourages the student in the teaching-learning process, especially in the teaching and learning of English, which is a difficult language to understand and speak. Socrates considered the purpose of learning to be the extracting of the truth



by the human intellect. The human intellect can function well when helped by questions from the teacher. The teacher acts like a midwife, and Socrates' mother was a midwife; the midwife helps the baby to be born, but the midwife only helps. The mother has to do the work. In the case of knowledge, what comes out is the truth. The teacher has to stimulate the students to get to the root of the object of knowledge, in this case to learn English. (Beck, 55-60)

The philosopher Socrates did not preach the virtue directly, but rather invited his pupils to reflect on it. It is a good idea to consider the Socratic Method with respect to teaching-learning English in the INAN High School.

Socrates' method of centering the learning process on the students is similar to what teachers are trying to do today in all fields of study, including the study of the English language. This method of Socrates seems to be the correct one for the teaching and learning of English with respect to the development of the listening skill of students of the eighth year of basic education in INAN.

This is the foundation of the famous saying of Socrates that he only knew that he knew nothing, the most conclusive and indubitable Socratic statement that a wise man knows that he knows nothing. And if Socrates discovered that he did not know anything, it was his willingness to admit that he was not perfect in knowledge, his sincerity in acknowledging his ignorance that has become a symbol of Socrates' true intelligence. Therefore, with a modesty that must be the basis of any method of conquest of truth, Socrates stated that he did not know anything. In this sense, Socratic truth is also a desire for sincerity in admitting to ourselves as teachers that we do not know everything. We can only humbly hope that we can guide our pupils in the conquest of truth, or knowledge of a subject. (Crawford, 150-155)

Every teacher should acquire multiple skills to impart quality in education and to transmit knowledge to students. Human beings are not born with the ability to exercise these skills. They are acquired in the course of a lifetime. It is the role of the teacher to teach the students the English language by using different strategies in the teaching -learning process. One



way to do this would be to develop the knowledge and skills necessary for the students to be able to assimilate listening skills through storytelling. Through storytelling, students could have an interesting way to acquire knowledge of the English language, through the transmission of meaningful concepts. Furthermore, students could have a solid basis on which to learn the English language. They could follow the constant plots and characters in the stories which would encourage them as students to be motivated to study the subject, in this case English, and cause them to be highly motivated. (Crawford, 150-155)

In addition, it is a good idea that students take an active part in the process of learning from everyday situations, while gaining concepts to understand their environment and to become an active part of it. Through stories students can gain awareness of the communicative function of the language of English as a second language. (Crawford, 155-157)

The teacher should encourage, support, and guide students so they can feel the security, stimulation, autonomy and persistence needed to improve learning. This research is focused on listening comprehension exercises of English, especially through dialogues from stories, in which grammatical expressions are used. (Crawford 157-158). Students of the eighth grade of INAN High School can practice their linguistic skills using the resource of storytelling.

2.2. FRAMEWORK OF STORYTELLING

“Interactive Storytelling to Improve Listening Skills of Eighth Grade at INAN High School 2014-2015” is founded or based on the different views of teachers and activities undertaken to support the question of why a change has been necessary. This thesis has been carried out according to the theme mentioned. It is necessary to realize that yesterday's strategies are outdated, although they have been applied from generation to generation. Even the games of yesteryear are no longer interesting to students of the twenty-first century.



Students need to learn the English language through different interesting activities, which not only help them to learn a subject, but to enjoy the class. As has been said before, this investigation has been designed with the purpose of teaching classes through the teaching - learning methodology by storytelling while using different activities, such as a set of images with which to create own stories; by inventing, using the English vocabulary of the stories; by presenting dynamic exercises backed up by videos in English with stories geared to the age group in mind. Knowledge of English will be acquired without the tedious classes of the past which were a burden to both teachers and students alike.

Johan Huizinga was a pedagogue who wrote a book in 1930 called "Homo Ludens". This book states that poetry, philosophy, art and knowledge are related. Huizinga claims that games are a cultural phenomenon and a free activity whereby the spirit allows language and thought to flow. Games are for all human beings and they can be an important element in the teaching-learning process because they often involve children and adolescents in moving the whole body and in using the intellect in order to be part of every game. (Huizinga, 45-55)

Piaget is another pedagogue who says that games are a good tool to guide children and to place them in a real context in which they can think and use their creative powers. (Oakley, 13-35)

Crawford indicates that storytelling is an active way to present interactive situations to grasp the reader's attention, but that will not always happen unless the teacher encourages such student-centered action. Fiction certainly encourages participation. Crawford says that some professionals in the field have written eloquently of the glorious narrative possibilities of fiction, but real creations remain challenging puzzles for both educators and students. (Crawford, 60-68)

Games encourage students to create, imagine, explore, and fantasize. "A child plays, does things, invents situations, and seeks solutions to the various problems that children face through games; games promote



intellectual development, the child learns to pay attention, to remember, to think, etc. Through games, children convert ideas into concepts, both logical and abstract notions (Bernabeu, 45-49).

The idea of "more English is better" is incorrect and it may, in fact, significantly delay the child's learning. It is amazing that many overloaded students fail, not because they suffer disorders of language learning, but because the teaching-learning environment in which they are placed is an extremely difficult one, especially in the schools of Ecuador; the listening skill is often forgotten even though it is one of the most important skills in the learning of a language. A class is often only about opening a book and doing the exercises, and it is probable that at the elementary, high school, and even at the university level students have not been encouraged in the right way to develop the listening skill.

Many students in INAN high school are not able to speak English, and even less to understand spoken English, although they may have a high level of comprehension in silent reading and although they may be able to solve English grammar exercises.

Therefore, the student who wants to learn a second language is unable to understand when someone speaks. Students cannot speak English and they are not able to write correctly in that language. Because of everything mentioned so far, it is necessary to do a lot of motivating and educating of students concerning the importance of learning a foreign language; the purpose of this work is to help students of the eighth year at INAN High School to communicate verbally in English and adopt it as a second language. Therefore, the first task in the class is to facilitate comprehension through listening to the spoken English by using audio CDs, digital displays, and videos of storytelling to stimulate the students to learn English. It is hoped that they will want to expand their vocabulary in the language as well as their level of knowledge of the spoken form of the language. For this reason it is important and indispensable to have an excellent English dictionary and its respective CD as well as a library of



videos available to students, with the teacher's help. When the pupils have acquired more vocabulary they will be able to write stories, letters to friends, and even magazine articles produced by them. Later, they may make up their own stories, while using the vocabulary learned. They may even make dynamic videos which appeal to the students' age group to which this thesis is applied. When they read English stories, they may afterwards be engaged in interesting activities that they enjoy and be able to increase their knowledge of the English language. The classes will not be tedious for them as were the classes that they used to receive from teachers in the past who were resistant to change. This strategy of storytelling hopes to contribute to the achievement of an education of quality and dynamics, to encourage students to dominate the language in an easier way and to acquire mastery of grammar rules in English through fun activities; to be free from anxiety, to achieve good and crucial communication in the English language.

In Holliday's words, "Language emerges in the life of an individual through a continuous interchange of meanings with other signifiers, language is the product of a social process construction; not as simple sentences. Language emerges as the interchange of meanings in interpersonal contexts of one kind or another. These contexts in which meaning is exchanged are not exempt from social value; a verbal context is a semiotic construction with a derivative form of a culture that allows participants to predict characteristics of the registration of a prevailing registration, and, therefore, to understand each other." (Holliday 9-10)

Narration has been shown to be an important part of human life because in the past historical and heroic acts were transmitted orally, by father to son, and so the descendants knew where they came from. Another type of narration was carried out by means of plays and through songs and poems. (Holliday, 10-12)

Chris Crawford defines storytelling as "A story that is literally created out of decisions made by a player, moment to moment, scene to scene." This author applied a solid form of interactive storytelling which showed what



elements work and which do not work in terms of improving skills in the Foreign Language students. These studies were carried out during the 1980s and the 1990s; nevertheless they did not attract considerable attention until the new millennium when the need of a more interactive methodology appeared along with all the technological improvements. (Crawford, 70-75)

Katherine Massa says, "Storytelling is a good technique whereby the students will also learn through storytelling that their ability to listen to others will increase, expanding their vocabulary, their knowledge base and sentence structure." This author encourages the use of storytelling because it is a good tool to improve the listening skill. (Massa, 101-110)

Collins and Copper say, "Storytelling is important inside the classroom because the students share stories and it is the way students interchange information about their experiences; it helps students improve their listening skill by understanding meaning, drawing inferences, and interpreting the information." (Collins and Copper, 98-101)

Storytelling use in the classroom promotes the communication between the teacher and the student and the student with other students, and also the scholars are able to exchange information about their experiences; this includes a cultural element that is considered very important in today's education.

Andrew Sglassner says, "We are on the verge of creating an exciting new kind of interactive story form that will involve audiences as active participants." (Sglassner, 59-60) If teachers at the INAN High School are in the process of achieving the interactive story form that this author mentions, this action will provide a concrete basis for the structure of leisure activities applied to students together with their academic activities and, therefore, will increase motivation.

Evan Skolnick says, "It is important to implement methods and techniques of storytelling because these methods will help the teachers and students to improve the teaching-learning process". (Skolnick, 34-47) So, as



can be seen, an interactive storytelling technique will be of high value to improve the listening skill in students, especially because of its capacity to increase motivation and the addition of cultural and social communication.

Reading and writing, as well as speaking and listening, become tools of mediating interactions between actors involved in the communication process, and in turn are tools to understand the world, and appropriate it. (Skolnick, 34-47)

It is necessary to defend at school the importance of acquiring the skills of reading and writing which are habits and social practices necessary for students, who in turn can become readers and writers, and important and illustrious citizens in society.

Listening involves understanding, since attentive and sympathetic listening influences the learning processes; and analytical listening constitutes an important step in the development of critical thinking and argumentative competence in the moment when we are talking. It allows the individual to assume different positions in a particular dialog. (Herrera and Gallegos, 17)

In a conversation, the roles of transmitter and receiver are often used interchangeably; therefore, we perform activities of expression and in turn listening.

Knowing how to read and write is not only to know the alphabetic system, but also to recognize the sounds and forms of letters or to repeat them in the act of reading. (Herrera and Gallegos, 17-18)

The new technologies of information and communication offer a variety of means and resources to support teaching; however, available technology is not a factor that should determine models, procedures or teaching strategies. Simple access to good resources does not relieve the teacher of a thorough understanding of the conditions that surround learning or of careful planning. (Henao, 25-28) The incursion of ICT in education provides students with keys to improve academic performance in different areas since it offers the possibilities for communication, exchange, access



and information processing. In other words, an education supported by ICT can enhance different cognitive and communicative skills, and offer students new and better ways to understand reality and appropriate knowledge (Cabero, 45).

2.3 LEARNING

This section will present some definitions of learning.

E. Izquierdo said, "Learning means acquiring new behaviors to adapt to new situations". (Izquierdo, 35)

"It's a change in the behavior produced by experience."

These two contributions are important because assimilation is not just a matter of receiving and repeating. Skills, manners, emotions and contents must be adapted to improve comprehension in order to reach goals. When the students compare meaningful activities from one language to another, they develop a linguistic method, which gives them opportunities to socialize with others in an active participation in learning English as a second language. (Izquierdo, 35-40)

At school, "often the only thing a person learns is to be a student, as if the whole process of compulsory education had become an act of mastering in a continuous and permanent socialized compound with certain established disciplinary contents which go together." Teaching - learning should rather be imparted to the students in a way that makes them active beings, able to think. The teacher can impart knowledge and help students practice English in a way that makes them want to learn, through storytelling. Learning by heart as an instrument in the teaching- learning process is discarded, so that by changing the form of imparting knowledge of English, alternative strategies are used with technology as a learning tool. This process not only leads to the changing of the role of the teacher in the field of educational action, but to using strategies that are optimal for the students to motivate them through storytelling. (Izquierdo, 56-60)



Active learning arouses the interest of the students in acquiring the English language along with other educational resources which are based on a meaningful approach. However, teachers will have to strive to achieve desired goals by using the Internet to download stories, sometimes with videos, as well as with worksheets for students to make up their own stories, and then write them in English; in this way students and teachers are both involved in the learning activity. (Izquierdo, 50-60)

With the introduction and use of communication tools in the listening skill students learn to investigate, infer and interpret possibilities to practice and learn in a fun way, a way that is motivating and that creates optimal situations for the learning of English. (Izquierdo, 61)

Classes geared towards active teaching-learning of the listening skill provide many possibilities of great value, since such classes encourage autonomy, inductive reasoning, creativity and knowledge of specific disciplines that can improve the English of the students of the eighth grade at INAN High School.

2.3.1 LEARNING OBJECTIVES

The goals and objectives described here can be reached using materials to improve the listening skill. The questions "Where do you want to go?" How are you going to get there? Why do you want to go? help to guide the teacher and the pupils to achieve the objectives. These objectives should be clear, specific, flexible, and they should be processed in a good way to guide the execution of the work involved in content and methodology during the learning experience in order to facilitate the assimilation of knowledge in the listening skill.

2.3.2 OBJECTIVES OF LEARNING

The authors mentioned are clear in their ideas of choosing the correct content and methodology for appropriate language teaching-learning. Through the correct methodology and content, the goals and objectives of the teachers



can be reached since the teaching-learning process becomes more active and more student-centered.



CHAPTER THREE

3. 1 METHODOLOGY

3.1.1 BASE METHODOLOGY

During the learning process of a foreign language students have to develop the four language skills of listening, speaking, writing and reading.

The methodology of storytelling in the teaching-learning of English is intended to make the students as self-sufficient as possible in their learning; teachers must motivate students to learn to recognize their preferences and to develop the desire to learn and assimilate the English language which can lead to turning the students into avid readers.

The teacher's work should be innovative every day according to technology strategies in each of the parameters of learning in the classroom. Since the teacher knows about the rhythm of learning and individual differences of each student, the teacher should easily detect problems in learning and increase practice activities with respect to vocabulary to help the students learn new words and achieve a high quality of education.

Every language is a signs system which consists of two elements: the meaning and the meaningful. (Saussure, 68-73)

When students hear a word, an idea or its form occurs in their minds, the students begin to understand the significance of each of the letters forming the word accompanied by the meaning; therefore, it is important that there be a merger between the two elements, the meaning and the meaningful. When a listening activity takes place, it is necessary for the fusion of these two elements to take place. If this fusion does not occur the teaching-learning process will not be successful. (Saussure, 68-73)

3.2 HUMAN RESOURCES

This research was done at the Private Technical Integrated Andean High School in the city of Cuenca with students from the eighth year of basic education; they have 4 hours of English per week. The total number of



students is 15, between the ages of 11 and 13. Their class teacher collaborated with this investigation.

3.3 DATA GATHERING TECHNIQUES

To know the level of knowledge of students in this research a survey was applied to pre-test students to prepare for the post-test.

3.3.1 PRE-TEST

A pre-test was given to students in order to know the students' listening skill levels. For this reason activities were carried out related to the listening skill.

3.3.2 SURVEY

In the survey given to students of the eighth year at the Integrated Andean High School open questions were designed concerning storytelling. The survey information helped students to see if they liked or did not like fairy tales, or to find out what kind of stories they do like.

3.3.3 POST TEST

The post test was applied at the end of the investigation in order to know whether the use of storytelling in the classroom helped to improve the listening skill of students.

By using Storytelling the student is able to discern different themes, such as the forces of good and evil in the different stories. During the teaching-learning process, for more effective teaching, the methods of TPR, the Communicative Approach, and the Audio-Lingual Approach were applied.

3.4 TPR (TOTAL PHYSICAL RESPONSE-STORYTELLING)

3.4.1 PEDAGOGICAL ANTECEDENTS

According to linguist Edward Anthony (1963) TPR-S is defined "as a method, based on its title." (Anthony, 63-67) Another author, Larsen-Freeman (2000), refers to TPR-S "as the Comprehension Approach, in which



listening comprehension is a key component in the early stages of a lesson.”(Anthony, 63-67). TPR-S is also served by the Communicative Language Teaching approach, which assumes that the goal of language teaching is communicative competence in a contextualized (meaningful), and learner-centered environment. In the TPR-S classroom, teachers serve as facilitators for students’ acquisition of the target language, and therefore, their principle role is to provide as much comprehensible input as possible. (Anthony, 65-67)

Advantages of TPR-Storytelling

The most important advantage is that students can recall the words of the stories. They get enough exposure to the vocabulary through storytelling and TPR, so that they are able to make use of the words in context, and consequently speak the language. Stories are simple in nature and almost always easy to remember. Learners may forget what they have been taught in class, but they will surely remember the events of a story and the descriptive words used to narrate it. TPR-Storytelling develops fluency along with accuracy. Learners acquire language in an amusing way, which enables them to improve their listening and speaking skills. (Anthony 67-75)

TPR-Storytelling is fun. Humor makes learners laugh and promotes better long-term memory and a positive attitude towards their new language. TPR-Storytelling is also interesting. Since it is usually centered in some way on the learners’ lives, it is more likely that students will be truly interested in the content, and in the meaning. (Anthony, 68-70)

One of the main considerations for getting students to listen to and to speak English is to let them hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies. In today’s world we are exposed to a variety of types of English; for example, British English, American English, Canadian English, etc. (Larsen, 35-40)

The following are other advantages of TPR- Storytelling

- It is fun.
- It is easy to implement in the classroom.



- It reduces the pressure and stress on students.
- It encourages students to be active.

TPR- Storytelling is a method of foreign language teaching that includes actions, pantomime and other techniques. Much is taught through stories. TPR-S can be used with gestures. Through gestures the students are able to tell the story themselves, while others act it out. The teacher tells a main story which students later retell and revise, and finally, students create their own stories and tell them to the class. Grammar is taught by telling the stories from another point of view. (Larsen, 35-38)

3.4.2 TECHNIQUES

In this research the story is told using a picture book, flash cards, a flannel board, movable characters and videos. Students listen to the story together while watching CDs, or they listen to it individually using earphones.

Putting things in order (flash cards)

In this activity students have a number of pictures which illustrate a text. These pictures are not in the right order. They listen to the story and put the pictures in the order they think is right.

Mime Stories

In a mime story the teacher tells the story then the students and the teacher perform the actions. This activity provides physical movement and gives the teacher a chance to play along with the students. After that, one student at a time goes in front of the class to tell what she/he understands and the rest of the class listens.

Drawing

Listening and drawing is a favorite type of listening activity in almost all classes. In this activity the teacher tells the students what to draw. The teacher can make up the picture or describe it. This activity is particularly useful for checking object vocabulary.



Listening for information

This is really an umbrella heading which covers a very wide range of listening activities. These activities are used to check what the students know and it can also be used to give new information.

Set Phone

This game is very important in communication for young people to improve the skill of listening. The procedure is simple and valuable in teaching communication. Furthermore in the teaching-learning of English as a foreign language it can be used to motivate the student through many leisure activities that are interesting and motivating and to awaken in students the habit of practicing English after listening to it. Also, other skills are important to achieve effective communication and to avoid the laziness, boredom, and inertia that hinder communication.

Watching Videos

The video is a very important tool in the classroom since students not only hear the voices, but also see the movements, environment, action, emotions, gestures, etc., that provide them with important visual stimulus for the production of language practice.

Creating Your Own Video Story

Students can choose any kind of background, characters, and themes and so on. Then they can create their own story. (Larsen, 38-40)

3.5 AUDIO-LINGUAL METHOD

This method is based on the student's behavior. The goal of this method is the usage of the target language to communicate. The student uses the language automatically without stopping to think.

In this method the teacher directs and controls the language behavior of the students and also the teacher is a good model of imitation. The basis of the audio-lingual approach is repetition through oral drills and memorization of simple patterns.



The audio-lingual method has different activities to improve the listening skills:

REPETITION

In this activity the students listen and repeat an utterance as soon as they hear it, without looking at printed materials.

REPLACEMENT

The students listen to a word and then they repeat the word and replace it with another word.

TRANSFORMATION

The teacher tells affirmative sentences and then the students listen to and transform these sentences into negative or interrogative sentences, or make changes in tense, mood, voice, etc.

RESTORATION

In this activity the teacher tells the sentence and gives the students a set of words that have been pulled from a sentence. The purpose of this exercise is to build the sentence using the word sequence that the teacher used.

DIALOGUES

The students have to listen to, repeat and memorize dialogues while focusing on proper pronunciation, intonation, stress, and rhythm usage. (Larsen, 55-58)

3.6 COMMUNICATIVE LANGUAGE TEACHING (COMMUNICATIVE APPROACH)

The approach to language teaching that can be broadly labelled as communicative language teaching emerged in the 1970s and 1980s as the emphasis switched from the mechanical practice of language patterns



associated with the Audio-lingual Method to activities that engaged the learner in more meaningful and authentic language use.

The basis of the communicative approach is the following:

- Activities that involve real communication to promote learning
- Activities in which language is used for carrying out meaningful tasks to promote learning
- Language that is meaningful to the learner and thus promotes learning

Every act of real communication is an opportunity to use the target language in a way that introduces or reinforces it in an authentic situational context. Classroom management should be carried out in the target language as much as possible because it is often the most authentic communicative act in a classroom situation.

The objectives of Communicative Language Teaching:

- Students will learn to use language as a means of expression.
- Students will use language as a means of expressing values and judgments.
- Students will learn to express the functions that best meet their own communication needs.

The communicative approach can be a powerful method of introducing and reinforcing language that would otherwise exist only as abstract concepts, lists of memorized vocabulary and structures with no function or usefulness in daily life. Knowledge that is acquired but not used tends to fade away. The actual use of the language in real communicative ways is the only way to acquire, retain and improve linguistic ability. Using the target language for classroom management is a wonderful way to integrate the communicative approach into your teaching program without displacing the textbook, curricula and existing methodology. (Larsen, 59-62)



CHAPTER FOUR

4.1 ANALYSIS OF DATA COLLECTION AND TECHNOLOGY

4.2 PRE TEST RESULTS

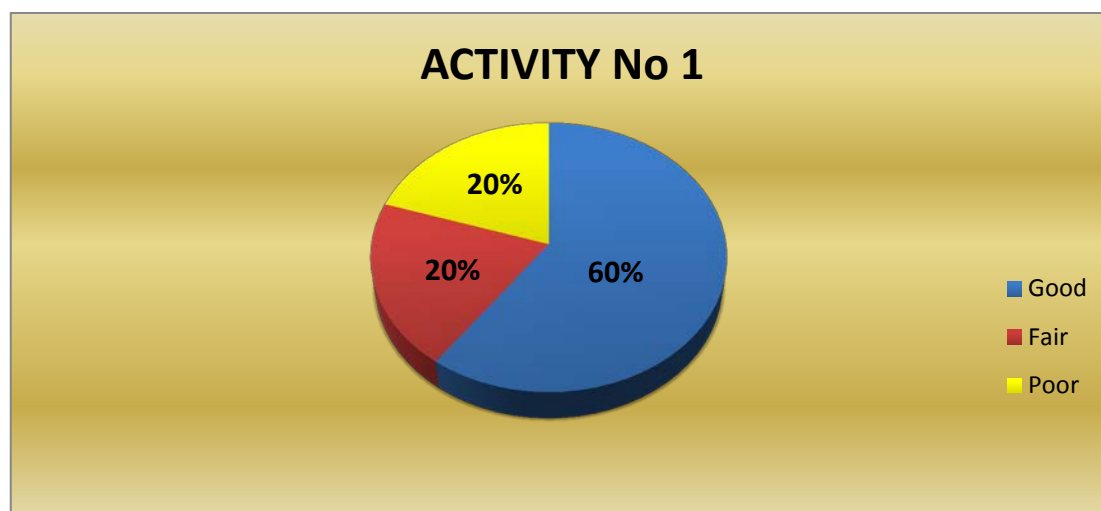
The pretest applied to students has activities for the listening skill which obtained the following results:

4.2.1 ACTIVITY 1

LISTEN AND UNDERLINE THE WORD

Through audio students hear certain words that they have on their sheets and have to underline the word that they hear. The following table shows the results disclosed.

OPTIONS	No.of students	%
Good	9	60
Fair	3	20
Poor	3	20
TOTAL	15	100%

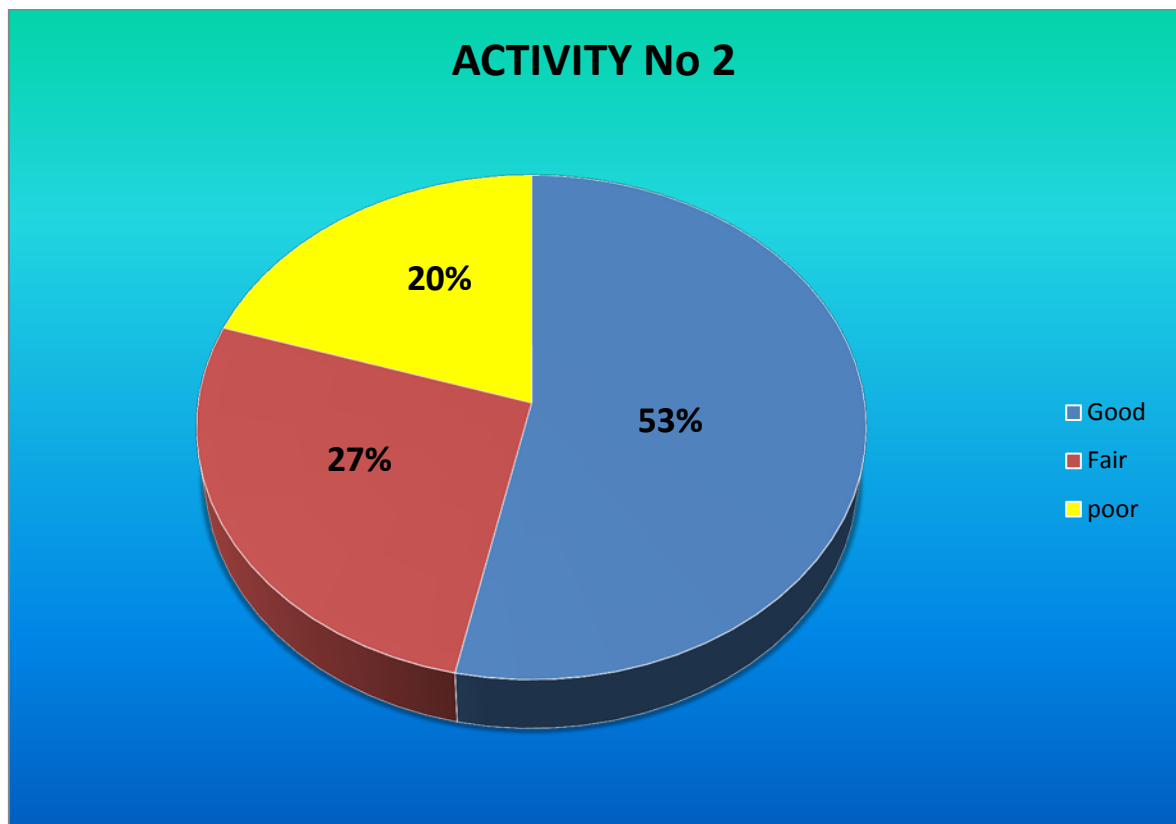




4.2.2 ACTIVITY 2

Listen to the word and match with the correct picture in this activity students hear the words and match them with the respective picture.

OPTIONS	No.of students	%
Good	8	53
Fair	4	27
Poor	3	20
TOTAL	15	100%





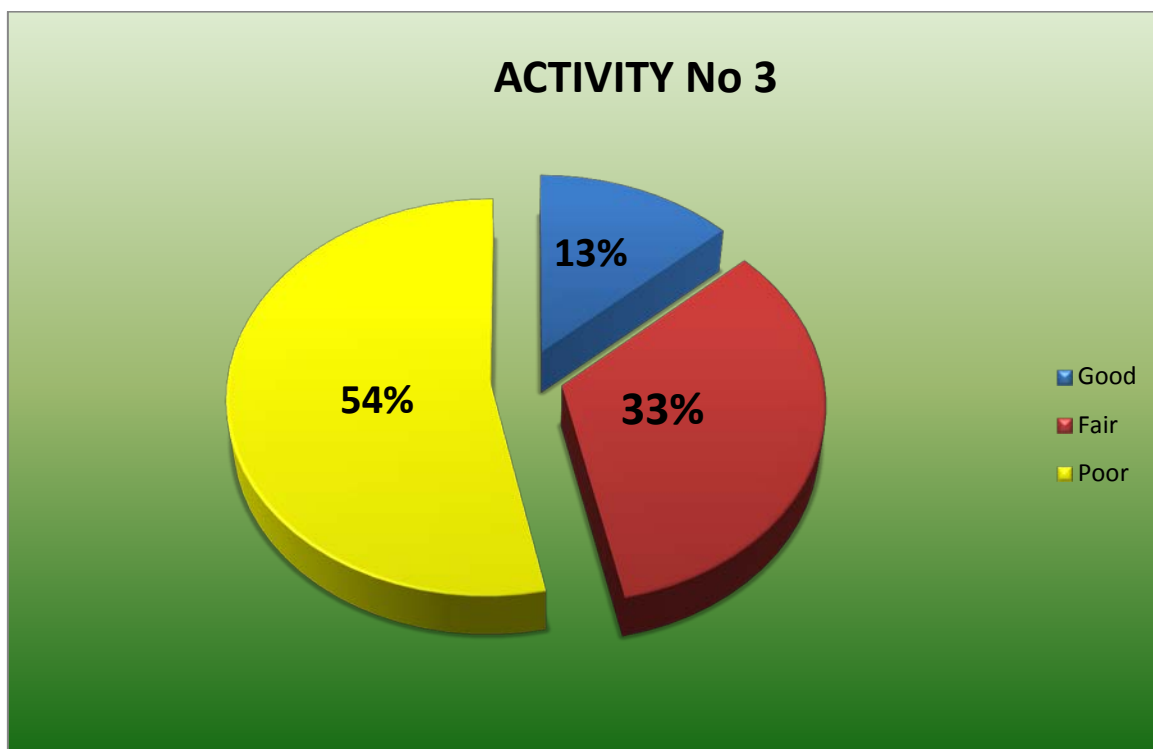
4.2.3 ACTIVITY 3

LISTEN CAREFULLY AND COMPLETE THE PARAGRAPH

First of all, students listen to a paragraph in which certain words are missing. The objective of this activity is that students complete the paragraph with the right words.

The following percentage was obtained as result

OPTIONS	No. of students	%
Good	2	13
Fair	5	33
Poor	8	54
TOTAL	15	100%





4.2.4 ACTIVITY 4

MATCH THE WORD WITH THE RIGHT PICTURE

The students listen to a sentence; then they have to join the sentence with the respective picture.

OPTIONS	No. of students	%
Good	7	46
Fair	4	27
Poor	4	27
TOTAL	15	100%



4.3 SURVEY

In this research a survey was applied to students in the eighth year of basic education of INAN High School. They answered some closed and open questions related to storytelling. This survey was performed in order to obtain



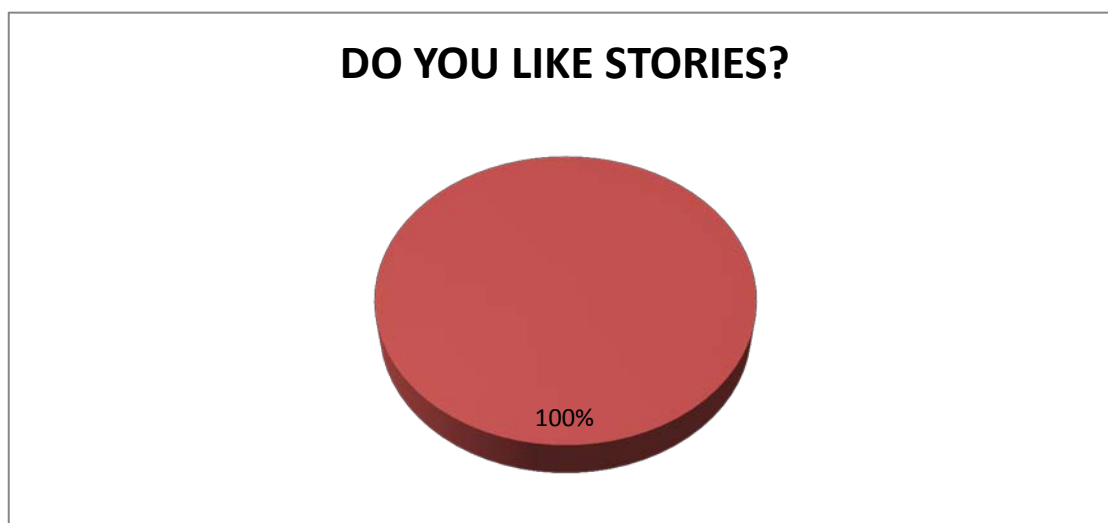
information about which stories students like, and also if in their English classes the teacher uses stories to teach a foreign language.

The survey applied to students obtained the following results:

4.3.1 QUESTION 1

DO YOU LIKE STORIES?

All of the 15 students who were interviewed responded that they like stories because they are fun and interesting. The results are represented in the following chart.



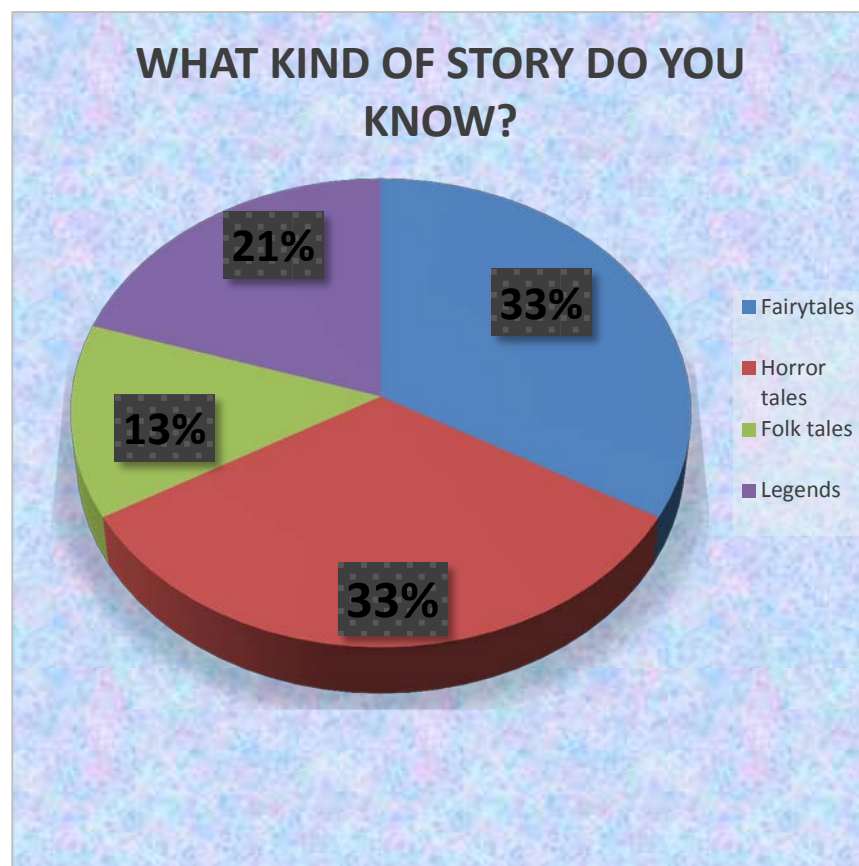
4.3.2 QUESTION 2

WHAT KIND OF STORY DO YOU KNOW?

Based on the interview the following information was obtained: 5 of the students know about fairy tales because their parents used to tell them to them; 5 students prefer horror stories; in this case they like suspense the most; 3 students know about legends because they enjoy telling them, and finally two students know about folk tales and they think that these stories are fun and interesting.



TOPIC	STUDENTS	%
Fairy tales	5	33
Horror tales	5	33
Folk tales	2	13
Legends	3	21
TOTAL	15	100%



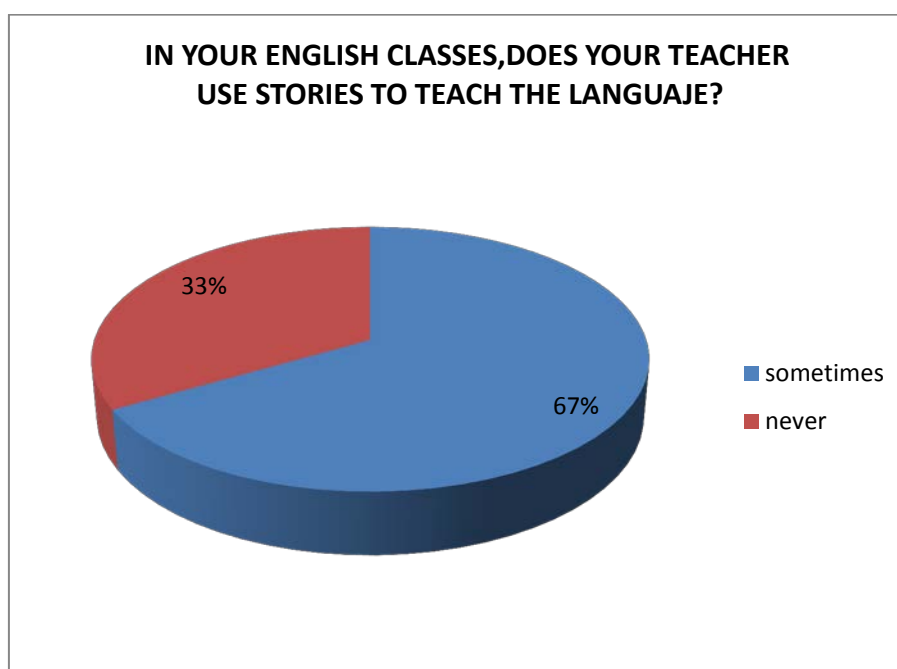


4.3.3 QUESTION 3

IN YOUR ENGLISH CLASSES, DOES YOUR TEACHER USE STORIES TO TEACH THE LANGUAGE?

In this question the students answered the following: 10 students responded that their teacher sometimes uses stories to teach English and 5 students responded that the teacher never uses stories in classes.

OPTIONS	NO. STUDENTS	%
Sometimes	10	66.5
Never	5	33.5
Total	15	100%



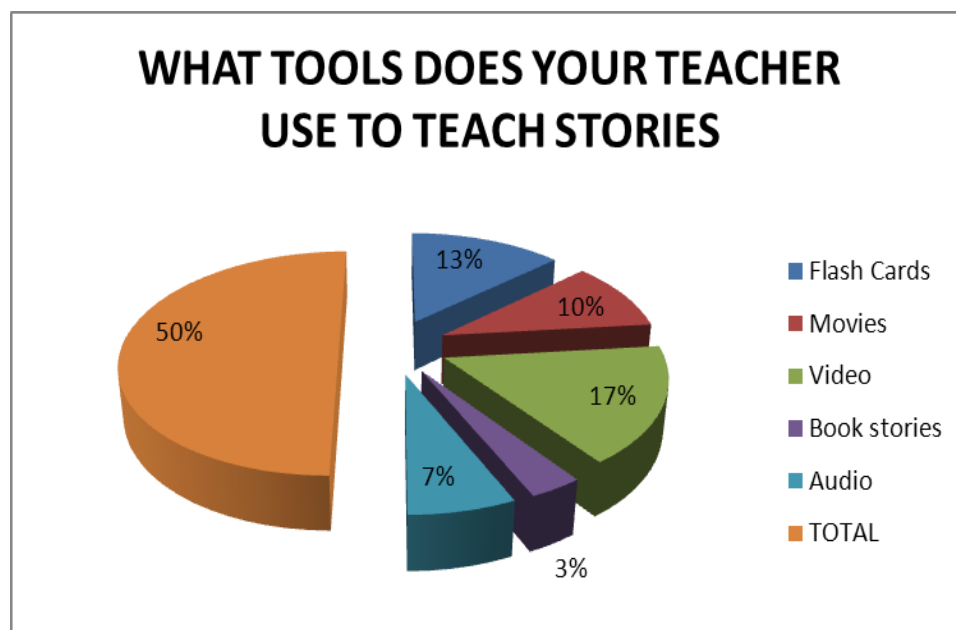


4.3.4 QUESTION 4

WHAT TOOLS DOES YOUR TEACHER USE TO TEACH STORIES?

To answer this question the students had 5 options to choose from.
The results are represented in the following table.

OPTIONS	NO. OF STUDENTS	%
Flash Cards	4	7
Movies	3	21
Video	5	33
Book stories	1	6
Audio	2	13
TOTAL	15	100%





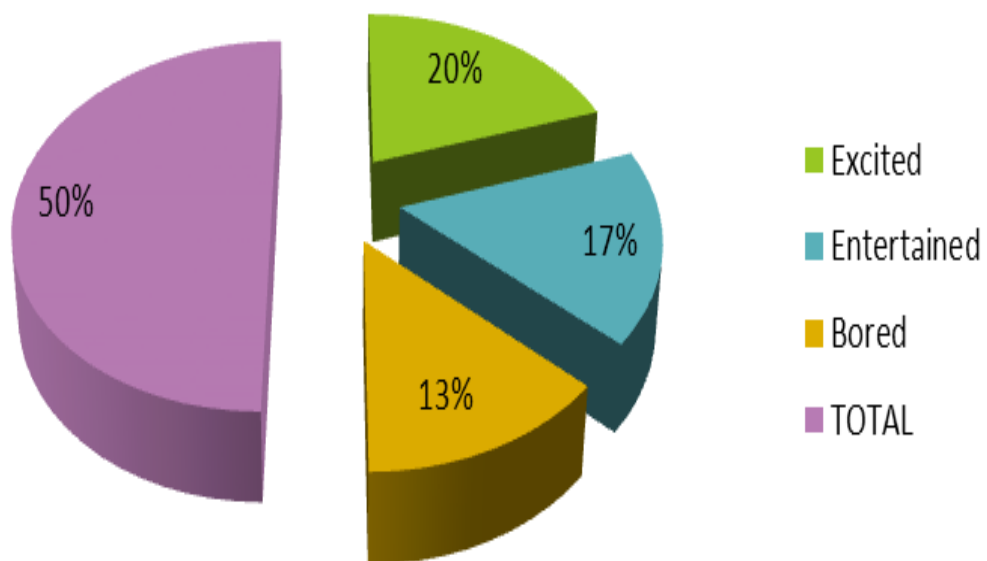
4.3.5 QUESTION 5

WHEN DO YOU LISTEN TO A STORY, HOW DO YOU FEEL?

Six of fifteen students feel excited when the teacher or someone tells them a story, five of fifteen students feel entertained and four students feel bored.

Options	No. of students	%
Excited	6	40
Entertained	5	34
Bored	4	26
TOTAL	15	100%

WHEN DO YOU LISTEN TO A STORY, HOW DO YOU FEEL



4.3.6 QUESTION 6

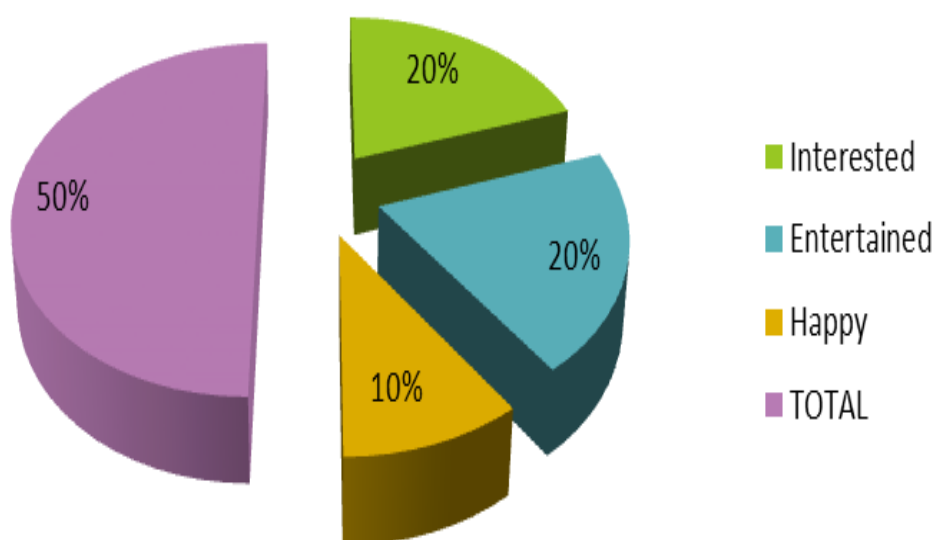
WHEN DOU YOU WATCH A VIDEO ABOUT FAIRY TALES, HOW DO YOU FEEL?

According to the results obtained in the survey, six students feel interested when they watch a video about fairytales, six students feel entertained and finally three of the students feel happy watching videos. These results are represented in the following table.



Options	No. of students	%
Interested	6	40
Entertained	6	40
Happy	3	20
TOTAL	15	100%

WHEN DO YOU WATCH VIDEO ABOUT FAIRY TALES, HOW DO YOU FEEL?



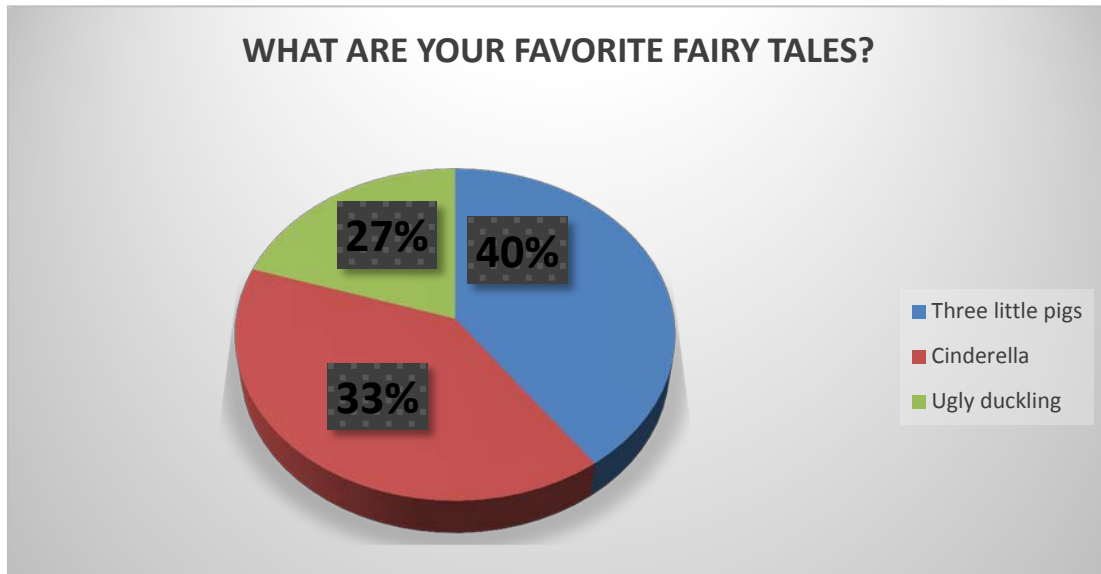


4.3.7 QUESTION 7

WHAT ARE YOUR FAVORITE FAIRY TALES?

When the students answered this question they had different responses; five of the students answered that their favorite story is the Three Little Pigs. Cinderella was the favorite story for six of the students. And four of the students like The Ugly Duckling.

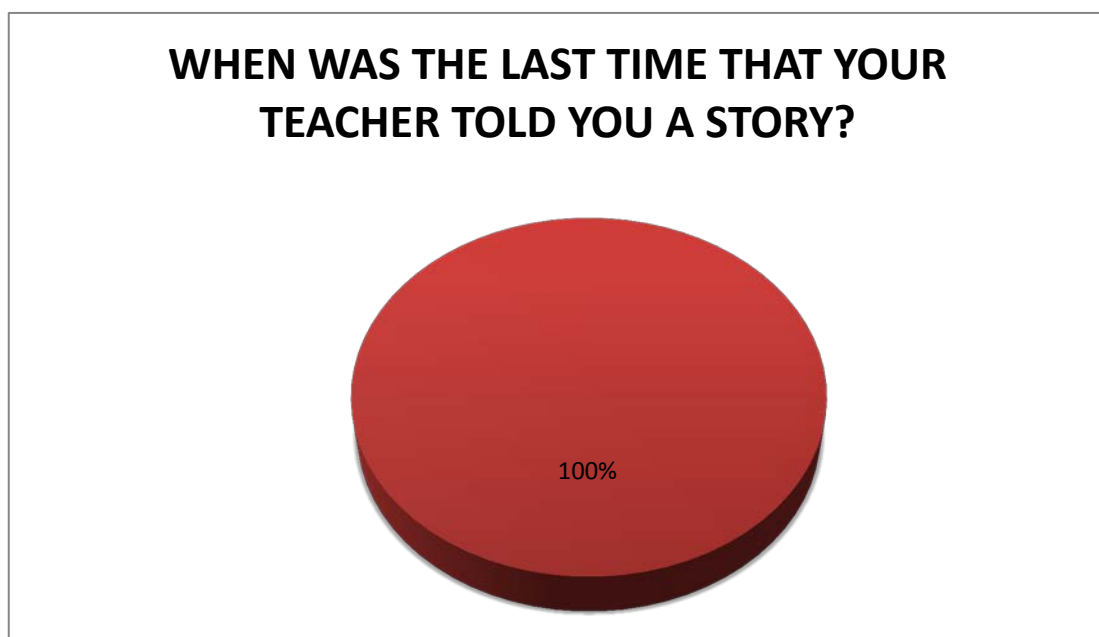
Fairy Tales	No. of students	%
Three Little Pigs	5	33
Cinderella	6	40
Ugly Duckling	4	27
TOTAL	15	100%



4.3.8 QUESTION 8

WHEN WAS THE LAST TIME THAT YOUR TEACHER TOLD YOU A STORY?

All of the students answered that they didn't remember when the last time was that their teacher told them a story.





4.4 RESULTS OF THE POST TEST

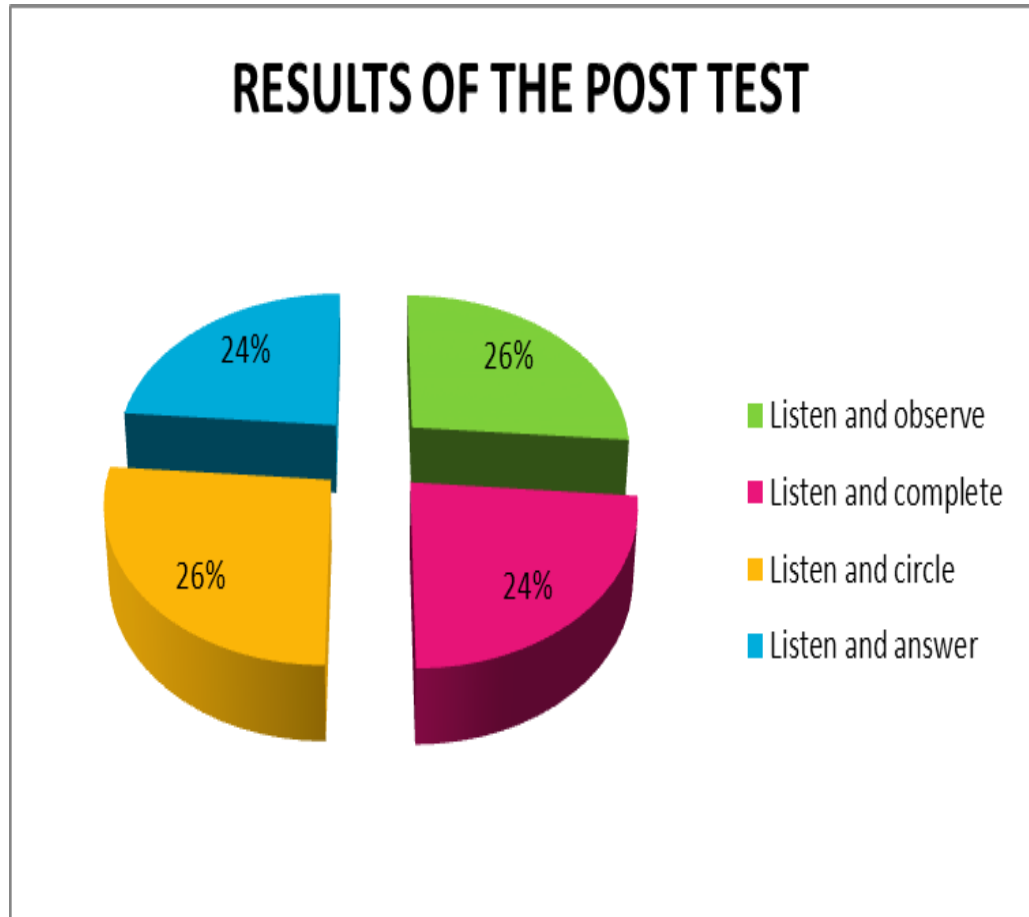
After various activities focused on the listening skills were carried out with the students, a post-test was applied to verify the achievements of the teaching-learning process. After the students had classes with the new methodology it is clearly marked on the charts that the use of video in TPR-Storytelling helped students to receive sufficient information for effective communication.

The students showed a positive attitude when they watched videos in the classroom. All results indicate that the listening skill of the students improved with the different activities that took place.

Also the students learned vocabulary by associating meanings with the pictures; at the same time they learned to pronounce the words in the correct way.

The results are shown in the following chart.

ACTIVITY	Excellent	Very good	Good
Listen and observe	10	4	1
Listen and complete	9	4	2
Listen and circle	10	3	2
Listen and answer	9	2	2



The results of this activity demonstrate that the method is well accepted and understood by the participants, as most students answer effectively 4 activities with a score of excellent; the other students with scores between very good and good.



CHAPTER FIVE

5.1 CONCLUSIONS, RECOMMENDATIONS AND OBSERVATIONS

5.1.1 CONCLUSIONS

This research attempts to show that the TPR-Storytelling method used in the teaching-learning process with respect to the English language works effectively in the eighth grade of basic education at the high school mentioned. A description of how the method was applied follows.

The process starts with a few minutes for motivation, through activities comprised of games, word searches, hang man, crossword puzzles, etc. The objective of the class and vocabulary are presented and then the teacher proceeds to the main activity, to the presentation of a story. This is done by presenting videos, playing an audio version of the story, or showing graphic cards connected with the story. For verification of the success of this activity various tests are carried out by which the students can demonstrate what they have learned.

The TPR-Storytelling method is based on inductive-deductive methods, stimulus-response, that reinforces the listener's language. Obviously, the TPR- Storytelling method should be combined with the communicative approach to improve its effectiveness in student learning.

The results of tests given to the 15 students who took classes with this method show what is described below. In the first activity, of the 15 students to whom this method was applied, through listening to audio words and then highlighting the word in a vocabulary list, 9 students had perfect answers to all the questions. 3 students obtained between 50 and 99 percent of the correct answers, and the remaining 3 students had a lower score than 50% of the correct answers.

In the second activity, the student must hear the word and match to the correct picture. 8 students performed the activity with 100% effectiveness in coincidences, 4 students had a lower score than 99% in their matches, and



the remaining students showed poor results by not obtaining 50% of the matches in the activity.

In activity 3 students have to complete the sentence after hearing the story. The results vary from previous activities, since only 2 students achieved 100% success in the responses to the activity; 2 students achieved less than 99% of effective responses to the activity; the remaining students ranked in a smaller range of 50% correct answers with respect to the activity

The fourth activity involves matching the correct word to the correct picture. The results showed an improvement over the previous activity. 7 students obtained a score of 100% in the activity; 4 students obtained a range of between 50 and 99% effectiveness; only 4 students did not obtain 50% of the correct answers in this activity.

This research also contains a short questionnaire to find out the preferences of the students concerning the material used for the activities designed. According to the questionnaire, of the 15 students who received the methodology of the TPR- Storytelling, all 15 opt first for stories used for activities, second, for stories that touch on issues of fairy tales, third, for horror stories, and fourth, for folk tales and legends, in that order with respect to preference.

Nowadays, some teachers use stories in their classes, but only occasionally, and this is shown in the results of Question 3 with a 94% and in Question 8 with 100% confirmation from the students.

At the present time, the tools used by teachers for teaching are graphic cards, videos, storybooks and audio playbacks, with preference in that order.

The fifth question concerns how the students feel when hearing a story. The results were that 6 feel excited, 4 students feel entertained, and 4 students feel bored.



The sixth question refers to how students feel when someone tells them stories; and the answer was that 6 feel interested, 6 feel entertained, and 3 feel happy.

The seventh question referred to exact subjects using three different stories: The Three Little Pigs, Cinderella, and The Ugly Duckling. 5 students opt for The Three Little Pigs, 6 students prefer the story of Cinderella, and 4 students prefer the story of The Ugly Duckling.

The eighth question referred to whether the students remember when the last time was that their teacher told them a story. The responses are the same for all the students because none of them could remember the last time the teacher told them a story.

5.1.2 RECOMMENDATIONS

With respect to conclusions concerning this study, the following is recommended. First, the teacher must prepare students before reading a story by giving them the vocabulary to be used; this is all the more necessary because not everyone in the class has the same level of English. A reasonable amount of time of 20 to 30 minutes should be taken to prepare the students with the vocabulary, so that they can assimilate the material in the best way using the TPR- Storytelling method.

The effectiveness of the method was evaluated in two ways: first the students gave a slide show, of 30 minutes duration in pairs, about a story invented by the members of the group. At the end of the presentation the students asked the audience questions. Here it can be noted that the TPR- Storytelling method is useful because the majority of the people in the audience were paying attention.

The second way to assess the method entails the dramatization of the story of The Three Little Pigs in a short summary, highlighting the most



important scenes. In this activity 70% effectiveness was achieved as observed by the reaction of the attendees who were participating and interacting with the students in an obviously enjoyable and active way.

The most important recommendation for success in the TPR-Storytelling method is that the teacher must allocate enough time for each activity. It is recommended that a thorough analysis of the activity be made beforehand because planning is very important in the teaching-learning process. Some of the activities cannot be carried out in one hour of class, for example, and the teacher should schedule more hours of class for the more complicated activities.

5.1.3 OBSERVATIONS

During this research and in the classes in which it was applied, the activities were focused on listening skills. At first the process was difficult because students were not used to the specific activities to improve the skill of listening. However, with the help of the lesson plan (See Appendix 1) the teacher was able to capture the students' attention in spite of the fact that the activities were different from those that they were accustomed to, and even more because the story chosen was The Three Little Pigs. To start the class the phone game was used as a warm up; students were thrilled with the game for which the class was divided into two groups each with different sentences. After the presentation of the fairytales subject, students had ideas about stories, and whether they liked them or not. They also named stories that they remembered, and when the vocabulary was presented using flash cards, they immediately related the vocabulary with the name of the story. A brainstorm was conducted and the theme was socialized.

In the activity, students hear and see the story to confirm whether the story they created relates to the real story. Then the students are given a sheet of paper with the story, on which there are some missing words. Students hear the story again and fill in the blanks with the words they hear. After that, the grammar is presented using a structure table on the



blackboard. The students repeat the pattern presented several times with the correct grammatical structure. To find out if students have understood the structure taught, the students receive a sheet with sentences in disorder. They listen to the sentence in its correct form and then they have to write the sentences in the correct order. When they have finished they compare their results with their partners. After that, students receive some key words and they have to write simple sentences using these words to complete this activity.

This lesson plan was applied in two 40 minute classes with good results. The students enjoyed the class, they felt free from anxiety, and they improved their listening skill.

Also, three different stories were presented with their respective activities: the story of The Three Little Pigs, The Ugly Duckling, and The Princess and the Dragon. A legend of Cuenca was also applied. All activities were focused on the listening skill without forgetting that other skills are also important in the teaching-learning process.

As regards the story of The Three Little Pigs, students saw the video and listened to the story (See Appendix 5), then they answered questions of True or false; they also reordered sentences (see Appendix 7) aimed at improvement of the listening skill. Another activity carried out with this story was to put scenes in order. The students were given a sheet of paper with the scenes in disorder while listening to the audio (see Appendix 6).

In addition, students demonstrated good collaboration and they were happy when they were presented with the story of The Ugly Duckling. They saw the video and heard the story (see Appendix 8). After seeing the video the students received a sheet on which they had to answer questions related to the story (See Appendix 9) to check the success of the process. The next activity was to present the students with the sound of the different animals that were found in the story and match the sound of the animal with the right creature (See Appendix 10).



When the students heard and saw the story of The Princess and the Dragon, (See Appendix 11) they carried out the following activities. First they received a sheet on which they had to fill in the missing words after listening to the audio of the story. (See Appendix 12). In this activity the students had to fill in the blanks with verbs using the past tense (See Appendix 13). Finally, students listened to the story again, but this time they had to organize the images of the story in the correct form (see Appendix 14).

Many students enjoyed watching the videos because they contained scenes, music and colors which attracted their attention. They felt more motivated, which encouraged them to speak with more accuracy with respect to their linguistic expressions in English.

The last activity that took place in this research was that the students created their own story (See Appendix 15). They had fun; they were excited at the beginning, then were undecided, but gradually reinforced their stories based on the stories mentioned above. One pair of students presented a story titled, "The Confident Pig". The students presented the story in Power Point (See Appendix 16) and they demonstrated a positive attitude and were full of enthusiasm.



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APPENDIX 1


LESSON PLAN

INAN HIGH SCHOOL

INFORMATIVE DATA:		
SUBJECT: ENGLISH		
TEACHER: EDTIH YUNEZ		
LEVEL: 8 th .	Date:	Time:
N° of students: 15		
AIM: At the end of the lesson, students will be able to create “fairy tales” based on the story, and be able to retell the story of The Three Little Pigs using their own words; also the students will be able to recognize adjectives and nouns.		
WARM UP: Telephone game <ul style="list-style-type: none">• The class is divided in two groups.• The teacher introduces a new grammatical structure, whispers a sample sentence in a student’s ear.• The student repeats what she/he heard to the next student and then that student repeats what she/he heard to the next student, and so on.• The last student writes what she/he heard on the board, and then the teacher writes the correct sentence below it. For example: GROUP 1: The first little pig builds a pretty house of straw. GROUP 2: The bad wolf can’t blow down the brick house.		
PRESENTATION: Listening to confirm expectations Engage: Students <ul style="list-style-type: none">• Listen to the explanation of the situation (Fairy Tales) Ask students what other fairy tales they know and how they would change them if they were told from another point of view.• Look at some pictures on the board. (Present the vocabulary) straw, sticks, bricks; blow, wolf, bad, pretty, old, little, afraid, quickly, built, chimney, angry• Brainstorm or give ideas of what the topic is about.• Socialize or discuss the topic.		

**Activate:**

- The students will watch the story to confirm if the story they created resembles the real story. (audio)
- The teacher will give the students a sheet of paper with the story. It has some missing parts, and the students will listen to the story again and fill in the blanks with the correct words.
- Check the answers in pairs.



The Three Little Pigs

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks. A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks. The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died. The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

AFTER TO READ

ANSWER TRUE or FALSE

- The little third pig's house is the best of all. TRUE --- FALSE
- The big bad wolf blows the straw house and it falls down. TRUE - FALSE
- The wolf blows the brick house and it doesn't fall down. TRUE - FALSE
- The wolf tries to enter through the door. TRUE --- FALSE
- The second pig builds a house of straw. TRUE - FALSE
- The third pig builds a house of sticks. TTRUE - FALSE

Study:

- Teacher presents sentences to the class and she/ he writes them on the board.
- Then he/she asks the class to repeat the sentences which are presented in a structure to present the grammar.
- Students recognize the position of the adjectives.

SUBJECT	VERB	ADJECTIVE	NOUN	Complement
The third pig	builds	strong	house	with bricks
The bad wolf	blows	straw	house	
The ugly wolf	falls down into	big	pot	of water

- Students give more examples using the structure learned.

Practice: Students**Controlled practice:** Re-ordering words

- The teacher gives the students a sheet with some sentences in



wrong order.

- They listen to the sentences in their right form.
- Students re-order the given words.
- They write the sentences correctly.
- They check the answers with their partners.

Listen to the audio and re-order the words. Write the sentences correctly

- Sticks/one/build/with/house/pig/of/a/house/his/pig/builds/second/while/straw/the

- With/bricks/the/third/ hard/pig/works/ house/all/ his/builds/day/little/and

- Chimney/ the/through/ the / to/ tries/ wolf/ enter

- Died/the/big/third/boils/pot/little/ pig/ a/ and/it/of/water/wolf/ fell/into/the

Guided practice

- Students receive some key words; then they have to write simple sentences using the key words to complete the activity.

Ms. Smith's day

Ms. Smith is worried because her house is built of sticks and the weather is very bad in her city.

She decides to go to her farm. She has three cows and a lot of sheep. She is building a fence of sticks so the animals cannot get out. At night, she likes to sit in front of the sofa with her dog.

The next day, she gets up at 6:00. She returns to California and starts a new day.

1. Write a similar paragraph about Ms. Grow. Use these key words

Mother-happy –pigs-house –built-sticks –bricks-blow- chimney-good-8:00-come back- Chicago



Appendix 2

SURVEY

1. What kind of stories do you know? Mark them with a stick

- Legends _____
- Folk tales _____
- Horror tales _____
- Fairy tales _____

Others _____

2. In your English classes, does your teacher use stories to teach the language?

ALWAYS	SOMETIMES	NEVER

3. What tools does your teacher use to teach stories?

- Flash cards
- Books with stories
- Movies
- Videos
- Audio
- Others _____

4. When you listen to a story, how do you feel?

- Excited
- Bored
- Entertained

5. When you watch a video about fairy tales, how do you feel?

- Interested
- Disappointed
- Entertained
- Happy

6. When was the last time that your teacher told a story?

A week ago	A month ago	Two days ago

7. What are your favorite fairy tales?



Appendix 3

PRETEST

NAME: _____

COURSE: _____

DATE: _____

1. LISTEN TO AND UNDERLINE THE WORDS

Mother	son	blow	show	around	headmaster	hen
tree	giant		daughter	ugly		knight

2. LISTEN TO THE WORD AND MATCH IT WITH THE CORRECT PICTURE

GIANT



COW

CASTLE



CARPET



DRAGON



HORSE



SOLDIERS





3. LISTEN. CHOOSE A WORD FROM THE BOX. WRITE THE CORRECT WORD NEXT TO NUMBERS 1–5.

hair house carrots water man



I've got four legs, two ears, two eyes and long (1)..... on my head.

I'm a big animal. I don't live in a (2)..... or a garden. I like eating

(3)..... and apples. I drink (4)..... A woman, a

(5)..... or a child can ride me

4 . LISTEN AND DRAW LINES. THERE IS ONE EXAMPLE.

Peter Jim Sally Lucas



Jane

Daisy

Andrew

Anna



APPENDIX 4

POST TEST

NAME: _____

DATE: _____

CLASS: _____

1. Listen to the following legend.

The Headless Priest

In the neighborhood of San Roque, there was a priest who had a secret girlfriend far away from his house. Thus, he rode a horse to visit her every night, but as he was a priest, he had to hide his face from the people. Thus, he hid his face using a black hood over his head; when people saw him at night, they thought that he did not have a head and that his figure was a lost soul. This soul supposedly went out every night to make sure that children went to sleep early. However, the truth was that he took the souls of the people because he was a sinner.

2. Listen to and complete the legend

In the neighborhood of _____, there was a _____ who had a secret girlfriend far away from his _____. Thus, he rode a _____ to visit her every night, but as he was a priest, he had to hide his face from the _____. Thus, he hid his face using a _____ hood over his _____. When people saw him at night, they thought that he did not have a head and that his figure was a lost _____. This soul supposedly went out every night to make sure that _____ go to sleep early. However, the truth was that he took the souls of the people because he was a sinner.



3. Listen to and circle the word that you hear on your Bingo card

	neighborhood		Priest		Face
	d		Head	I	Head
	People		Girlfriend	N	Children
	Night		Night	C	people
	Secret		souls	C	Horse
	Horse				

4. Listen to and answer questions

- What is the name of the neighborhood?

A. San Blas b. San Sebastián c. San Roque

- What is the title of the legend?

a. The Horseman b. The Priest Horseman

c. The Headless Priest d. The Headless

Horseman

- The priest had a

a. sister b. mother c. girlfriend d. wife e.

baby sitter

- The priest hid his face using a

a. cap b. mask c. glasses d. black hood

e. veil



APPENDIX 5



THE THREE LITTLE PIGS

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and he thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third



little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.



APPENDIX 6

ACTIVITY 1

NAME: _____

COURSE: _____

DATE: _____

1. Listen to the teacher and put in order the pictures about the story



















_1



APPENDIX 7

ACTIVITY 2

NAME: _____

COURSE: _____

DATE: _____

1. Listen to the story and answer True or False.

a. The third little pig's house is the best of all. TRUE - FALSE

b. The big bad wolf blows the straw house and it falls down. TRUE
- FALSEc. The wolf blows the brick house and it doesn't fall down TRUE -
FALSE

d. The wolf tries to enter through the door. TRUE - FALSE

e. The second pig builds a house of straw. TRUE - FALSE

f. The third pig builds a house of sticks. TRUE - FALSE

2. Listen to the audio and re-order the words. Write the sentences
correctly.Sticks/one/build/with/house/pig/of/a/house/his/pig/builds/second/while/
straw/With/bricks/the/third/ hard/pig/works/ house/all/ his/builds/day/little/and
_____Chimney/ the/through/ the / to/ tries/ wolf/ enter
_____Died/the/big/third/boils/pot/little/ pig/ a/ and/it/of/water/wolf/ fell/into/the



APPENDIX 8



UGLY DUCKING

It is a beautiful summer day. The sun shines warmly on an old house near a river. Behind the house a mother duck is sitting on ten eggs. "Tchick." One by one all the eggs break open.

All except one. This one is the biggest egg of all.

Mother duck sits and sits on the big egg. At last it breaks open, "Tchick, tchick!"

Out jumps the last baby duck. It looks big and strong. It is grey and ugly.

The next day mother duck takes all her little ducks to the river. She jumps into it. All her baby ducks jump in. The big ugly duckling jumps in too.

They all swim and play together. The ugly duckling swims better than all the other ducklings.

Quack, quack! Come with me to the farm yard! - says mother duck to her baby ducks and they all follow her there.



The farm yard is very noisy. The poor duckling is so unhappy there. The hens peck him, the rooster flies at him, the ducks bite him, and the farmer kicks him.

At last one day he runs away. He comes to a river. He sees many beautiful big birds swimming there. Their feathers are so white, their necks so long, their wings so pretty. The little duckling looks and looks at them. He wants to be with them. He wants to stay and watch them. He knows they are swans. Oh, how he wants to be beautiful like them.

Now it is winter. Everything is white with snow. The river is covered with ice. The ugly duckling is very cold and unhappy.

Spring comes once again. The sun shines warmly. Everything is fresh and green.

One morning the ugly duckling sees the beautiful swans again. He knows them. He wants so much to swim with them in the river. But he is afraid of them. He wants to die. So he runs into the river. He looks into the water. There in the water he sees a beautiful swan. It is he! He is no more an ugly duckling. He is a beautiful white



APPENDIX 9

ACTIVITY 1

NAME: _____
COURSE: _____
DATE: _____

1. Circle the correct answer:

1. The ugly duckling was _____ when he became a swam

a) happy b) sad c) angry

2. The mother duck took the ducklings to the river.

True False

3. The ugly duckling was _____ when the animals thought he was ugly.

a) happy b) sad c) angry

4. The ugly duckling was blue

True False

5, The sound a duck makes

a) croak b) quack c) ribit

6. A big water bird with a long neck.

a) swan b) duck c) eagle



APPENDIX 10

ACTIVITY 2

NAME: _____
COURSE: _____
DATE: _____

Listen to the sounds of the animals and match them



Cow



dog



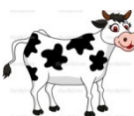
cat



horse



swan



pig



APPENDIX 11



THE DRAGON AND THE PRINCESS

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter. One night an ugly ogre captured the beautiful princess and locked her up in his tall dark tower. The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess.

All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The dragon flew down to the tower, took a big breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky. The dragon and the princess flew to the tower. The princess was so happy to be free that she kissed the dragon. All at once he turned into a handsome prince and they lived happily ever after.



APPENDIX 12

ACTIVITY 1

1. Listen to the story and complete it.

Once upon a time there was a _____ and queen who lived in a golden _____ with their beautiful _____. One night an ugly ogre captured the beautiful _____ and locked her up in his tall dark _____. The king and queen were very _____. They promised to give a bag of gold to the _____ that rescued the princess.

All the knights in the land wanted to _____ the princess. They rode to the tower as fast as they could. The ugly _____ roared with anger when he saw the _____. His roar was so scary they rode away as fast as they could.

One day a _____ dragon was flying over the ogre's tower when he heard the _____ cry for help. The dragon flew down to the tower, took a big breath and blew the _____ far away over the mountains and into the _____.

The _____ rescued the princess from the tower and gently put her on his _____ back and they flew high in the _____. The dragon and the princess flew to the tower. The princess was so _____ to be free that she kissed the dragon. All at once he turned into a handsome _____ and they lived happily ever after.





APPENDIX 13

ACTIVITY 2

NAME: _____
COURSE: _____
DATE: _____

1. Listen to and complete the story with the verbs in simple past tense



Once upon a time there _____ (be) a king and queen who _____ (live) in a golden castle with their beautiful daughter.



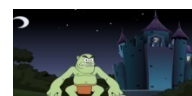
One night an ugly ogre _____ (capture) the beautiful princess and _____ (lock) her up in his tall, dark tower.



The king and queen _____ (be) very sad. They _____ (promise) to give a bag of gold to the knight that _____ (rescue) the princess.

All the knights in the land _____ (want) to rescue the princess.

They _____ (ride) to the tower as fast as they could.



The ugly ogre _____ (roar) with anger when he _____ (see) the



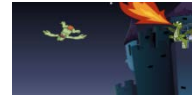
knights.

His roar _____ (be) so scary they _____ (ride) away as fast as they could.



One day a friendly dragon _____ (be) flying over the ogre's

tower when he _____ (hear) the princess cry for help.



The dragon _____ (fly) down to the tower, _____ (take) a big breath and

_____ (blow) the ogre far away over the mountains and into the ocean.



The dragon _____ (rescue) the princess from the tower and gently _____ (put) her on his strong back. They _____ (fly) high in the sky.

The dragon and the princess _____ (fly) to the tower. The princess _____ (be) so happy to be free that she _____ (kiss) the dragon. All at once he _____ (turn) into a handsome prince and they _____ (live) happily ever after.



APPENDIX 14

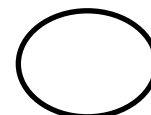
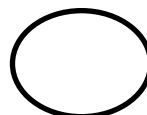
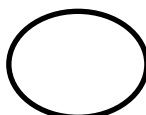
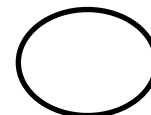
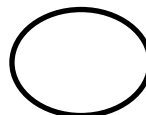
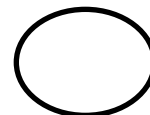
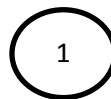
ACTIVITY 3

NAME: _____

COURSE: _____

DATE: _____

1. Listen to and enumerate the pictures according to the right sequence of the story.





APPENDIX 15

THE CONFIDENT PIG

A sow received a telegram from her sister saying she was very sick and she had to go give her some tender care. Meanwhile, the sow was worried about her three little pigs because a wolf was nearby. The sow came up with a great idea to put the care of her children under the wolf and so prevent him from eating them. She asked him to please look after them. They were three beautiful singing pigs. Then she went to another forest to care for her sister. However, when she returned, she could not find her babies. When she asked the wolf about them, she asked him if he had seen three beautiful and charming pigs, but the wolf answered, "I just found three thin and ghastly pigs and I ate them. They even gave me indigestion".

This story leaves us with the following instruction to every mother that although her children may be beautiful to her, other people may not value them in the same way that she does. She should not be overconfident in trusting her children to people she does not know well.

APPENDIX 16

STUDENTS' PRESENTATION OF SLIDES ABOUT THE TALE WRITTEN
BY THEM

Slide 1



Slide 2





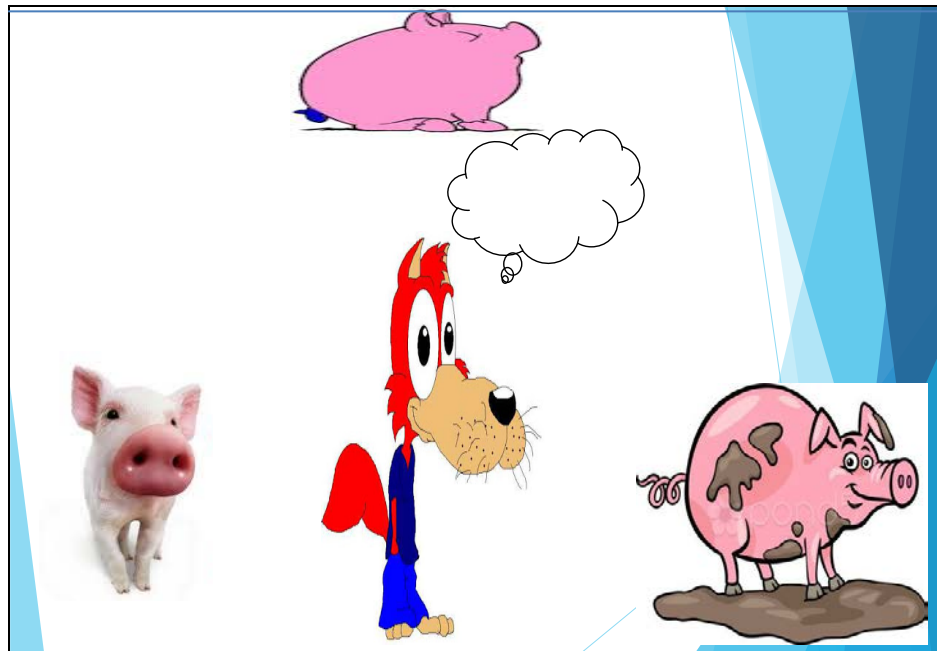
Slide 3



Slide 4



Slide 5



Slide 6





Slide 7

